



## West Oak Middle

501 Westminster Hwy  
Westminster, SC 29693

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	805 Students	
<b>Principal</b>	Paul M. Ricciardi	864-886-4525
<b>Superintendent</b>	Dr. Michael Lucas	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

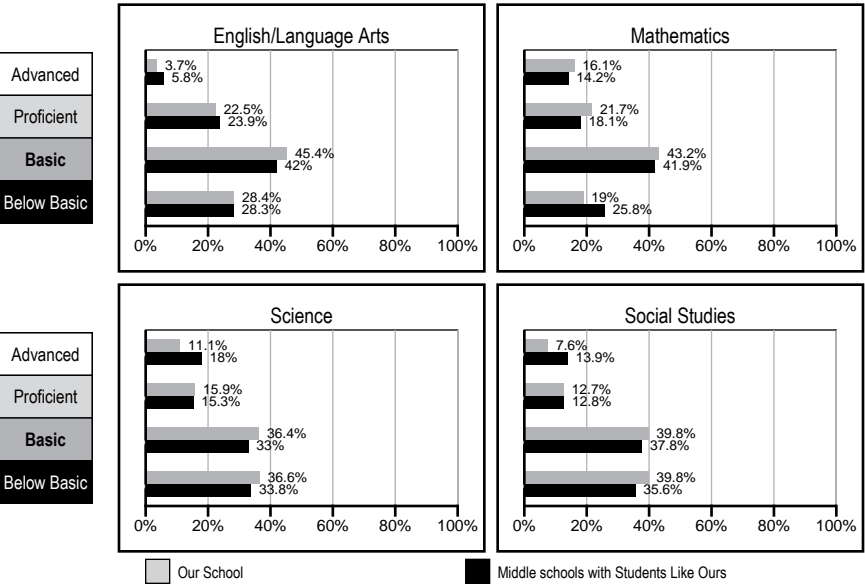
96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	26	3

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.7	97.9
English 1	0	97.5
Physical Science	0	48.7
All Subjects	98.7	97.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=805)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	65.1%	N/R	23.5%	19.4%
Retention rate	0.5%	N/A	1.5%	1.8%
Attendance rate	96.2%	N/A	95.9%	95.8%
Eligible for gifted and talented	21.3%	N/A	17.8%	15.3%
With disabilities other than speech	18.8%	N/A	14.2%	12.9%
Older than usual for grade	2.2%	N/A	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	N/R	0.6%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	66.7%	N/A	53.8%	55.0%
Continuing contract teachers	80.7%	N/A	73.9%	70.6%
Teachers with emergency or provisional certificates	4.0%	N/A	5.4%	5.4%
Teachers returning from previous year	N/A	N/A	84.8%	83.4%
Teacher attendance rate	93.4%	N/R	94.8%	94.9%
Average teacher salary	\$44,202	I/S	\$44,577	\$44,706
Professional development days/teacher	4.1 days	N/R	11.4 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	N/R	20.7 to 1	20.1 to 1
Prime instructional time	89.2%	N/R	89.3%	89.3%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	95.7%	N/R	97.9%	98.0%
Character development program	Average	N/R	Good	Good
Dollars spent per pupil*	N/A	N/A	\$6,993	\$7,097
Percent of expenditures for instruction*	N/A	N/A	62.2%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	59.0%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

West-Oak Middle has just completed its first year. We are committed to providing diverse learning experiences that teach critical and creative thinking, so that our students will become productive, competent, and responsible lifelong learners. Our students are afforded the opportunity to experience the highest levels of coursework available. In addition, our students are required to take two exploratory classes each day. We also feel it is critical that students participate in a variety of exploratory classes such as Band, Art, Chorus, Strings, PE, Gateway to Technology, Computer Science, Spanish, Drama, Web Design, and Journalism. We also offer a number of athletic programs which include Football, Girl's and Boy's Basketball, Cheerleading, Volleyball, wrestling, and Baseball.

Looking back on this year, we are very proud of our many accomplishments in the blending of Oakway Middle School and Westminster Middle School. We are in our first year as a Making Middle Grade Work School and will be focusing on the ten key practices of that program. We also host a parent/student orientation night for our rising sixth graders called "Step Up To Middle School."

Our Positive Behavior Intervention Support Program is a proactive approach which research has shown to decrease discipline referrals and at the same time increases student achievement. As the name implies, our school focused on positive student behavior rather than negative behavior.

A comprehensive remediation program in the areas of both Math and English/Language arts are available to our students. We also offer remediation programs before, during, and after school. We have a full-time Reading Strategist Teacher along with a full-time Literacy Coach. We will also be offering Pre-Algebra to our accelerated sixth grade math students and Algebra 1 and Geometry to our accelerated seventh and eighth grade students.

We had a number of students win awards in our District competition in writing, science and art. We appreciate the support of the community and our diligent School Improvement Committee in assisting us in the activities of the school and the achievement of our goals.

Paul M. Ricciardi, Principal  
Rhonda Butts, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	60	206	44
Percent satisfied with learning environment	93.2%	79.0%	81.4%
Percent satisfied with social and physical environment	98.3%	85.1%	79.1%
Percent satisfied with school-home relations	94.9%	91.5%	74.4%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 11 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	793	99.5	28	45.7	22.4	3.9	39.1	50.9	48.2	No	Yes
Gender											
Male	424	99.3	35.3	45.5	17	2.2	31.9	43	41.7	N/A	N/A
Female	369	99.7	19.5	45.8	28.7	6	47.6	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	733	99.5	27.5	46.2	22.1	4.1	38.7	54.1	60	No	Yes
African American	35	100	36.4	39.4	24.2	0	39.4	35.4	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	20	100	41.2	41.2	17.6	0	35.3	39.2	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	149	98	69.2	28	1.4	1.4	9.8	16.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	40	46.7	13.3	0	33.3	38	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	418	99.5	35.3	45.9	16.8	2	29.4	38.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	793	99.4	19.8	46.5	20.2	13.6	47.7	50.9	45.8	Yes	Yes
Gender											
Male	424	99.3	19.5	43.3	21.7	15.6	49.6	51	45.6	N/A	N/A
Female	369	99.5	20.1	50.3	18.4	11.2	45.4	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	733	99.3	18.9	47.2	20.3	13.6	48.4	54.9	59	Yes	Yes
African American	35	100	42.4	33.3	18.2	6.1	30.3	28.4	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	20	100	17.6	58.8	17.6	5.9	35.3	41.7	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	149	98	49.7	39.9	8.4	2.1	17.5	21.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	20	53.3	20	6.7	40	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	418	99.3	26.2	46.8	17.8	9.2	39.9	38.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	527	99.2	36	37	15.9	11.1	27	35.1	35.7	96.2	96.3
Gender											
Male	271	99.3	36.3	33.2	16.4	14.1	30.5	37	37.4	96.3	96.3
Female	256	99.2	35.7	41.1	15.4	7.9	23.2	33.1	33.8	96.1	96.2
Racial/Ethnic Group											
White	487	99.2	35.6	36.9	16.5	10.9	27.5	38.8	49.2	96.1	96
African American	24	100	43.5	39.1	8.7	8.7	17.4	15.8	17	97.2	97.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	50	58	96.7	96.8
Hispanic	11	100	44.4	55.6	0	0	0	23.1	24.9	98.4	97.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	97.4
Disability Status											
Disabled	101	97	65.6	31.3	1	2.1	3.1	11.9	14	94.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	98.3	97.3
Socio-Economic Status											
Subsided meals	270	98.9	42.7	36.8	12.3	8.3	20.6	24.2	21.1	95.1	95.7

Social Studies

All Students	525	99.2	39.1	40.1	13.2	7.6	20.8	33.5	34	96.2	96.3
Gender											
Male	291	99.3	34.4	38.7	16	11	27	37.6	36.6	96.3	96.3
Female	234	99.2	45.2	42	9.6	3.2	12.8	29.1	31.3	96.1	96.2
Racial/Ethnic Group											
White	480	99.2	38.3	41.3	12.8	7.6	20.4	35.9	44.5	96.1	96
African American	25	100	52.2	17.4	21.7	8.7	30.4	20.9	19.1	97.2	97.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	96.7	96.8
Hispanic	17	100	46.7	46.7	6.7	0	6.7	23.5	27.5	98.4	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	97.4
Disability Status											
Disabled	101	97	54.7	36.8	7.4	1.1	8.4	15.8	14.4	94.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	46.2	46.2	7.7	0	7.7	21.1	27.3	98.3	97.3
Socio-Economic Status											
Subsided meals	281	98.9	46.2	38.2	9.5	6.1	15.6	22.6	21	95.1	95.7

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	288	100	29	43	23.7	4.3	28
	7	262	99.2	29.7	48.6	19.7	2	21.7
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	288	100	22.2	40.9	21.5	15.4	36.9
	7	262	98.9	14.9	46	21.8	17.3	39.1
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100	31.7	27.3	17.3	23.7	41
	7	262	98.5	38.5	42.5	13.8	5.3	19
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	100	30.7	40.7	20	8.6	28.6
	7	261	98.5	54.9	32.1	5.3	7.7	13
2009	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	120	100	15.7	56.5	21.7	6.1	27.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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